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ABSTRACT

A questionnaire survey of 119 U.S. and Canadian institutions with approved or recommended programs in educational administration examined which possible program elements are being utilized and which are not, how programs seek preservice and inservice clients, and how women and minority groups are involved in the programs. The survey sample included 39 California schools, 75 other U.S. schools, and 5 Canadian institutions. The results indicated a majority of the schools' program elements include social-behavioral science content; basic educational and administrative knowledge; problem and analysis skills; emerging administrative role expectations; and administrative process, substance, and philosophy. Program elements receiving less use include competency-based programs, administrative teams, simulation models, student-faculty decision-making and evaluation, multicultural experiences, cost-benefit analysis, and administrative and instructional hardware and software. The results also showed that the program clientele consists chiefly of preservice candidates, that the programs are oriented toward preservice students, and that women and minority groups are not receiving the special attention they need. (Author/RW)

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A STUDY OF SELECTED PROGRAMS IN EDUCATIONAL ADMINISTRATION IN THE UNITED STATES AND CANADA

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A STUDY OF SELECTED PROGRAMS IN EDUCATIONAL ADMINISTRATION IN THE UNITED STATES AND CANADA

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Preparation programs in educational administration have been undergoing some change as the profession moves ahead the decade of the '80's. Colleges and universities throughout the United States and Canada have made adjustments in educational administration in four areas: 1) program elements receiving support; 2) program concepts not accepted; 3) the search for qualified pre-service and in-service clientele; and 4) the involvement of women and minority groups. Data was collected from questionnaires distributed to 119 college and university departments of educational administration in the United States and Canada. The institutions surveyed came from three major sources: 1) member institutions in the University Council for Educational Administration (UCEA), Columbus, Ohio; 2) participating institutions in the National Conference of Professors of Educational Administration (NCPEA) and 3) institutions in California with approved programs in educational administration. Responses from thirty-nine institutions in California, 5 Canadian institutions, and 75 institutions throughout the United States were included in the study. Visitations with professors from a variety of institutions in the Northwest, Northeast, and Southwest United States gave the author valuable insights into programs in educational administration and assisted him in analyzing the data from the study.

PROGRAM ELEMENTS RECEIVING SUPPORT

This section of the study examined the support by departments of educational administration given social-behavioral science content, basic educational knowledge, problem and analysis skills, new administrative role expectations, process and substance of administration, and administration philosophy.

Programs in educational administration utilize social-behavioral science content to a great extent. Almost two-thirds of the institutions reporting said that they used the concept of social-behavioral science teachings most or all the time in their programs -- a provision that is in favor in the professional literature as a recommended innovative practice. In addition, the majority of institutions provide for a significant amount of emphasis on the acquisition of basic educational knowledge (curriculum, foundations, instruction, etc.) in their educational administration programs. Practically all institutions considered educational knowledge to be a valuable counterpart to administrative knowledge.

Much importance is placed on the "problem" and "analysis" approach to skills development by departments of educational administration. Such general focus has its origins in the fostering of the "case study" method and other similar techniques to encourage students to recognize problems of concern to administration and to formulate a scientific method leading to their solution. At the same time, there is considerable concern that candidates in educational administration become sensitive to new and emerging role expectations in the 1980's. The majority of schools devote much of their attention to this area. It would appear that most programs in educational administration consider role expectations to be important areas of discussion and direction.

Most institutions emphasize the process of administration (as well as the substance of administrative knowledge) throughout their programs. Process (as a problem solving technique in administrative training) received outstanding marks from these schools in terms of program concentration. Also, most educational administrative departments actively support the development of a strong administrative philosophy amongst their candidates. The majority of these colleges and universities considered developing a strong administrative philosophy a

high priority item. Candidates in educational administration need a sound philosophical base to guide them through the many practical, problematic and crises situations they will confront during their administrative careers.

PROGRAM CONCEPTS NOT ACCEPTED

This phase of the study focused on the involvement of departments of educational administration in these areas: competency-based programs; the team concept; simulation models; student-faculty decision making and evaluation; multi-cultural experiences; cost-benefit relationships; and instructional hardware and software.

Much less use is made of a competency-based program structure than might be expected. Four-fifths of the institutions used the competency-based structure some or not at all. Most institutions do not feel a strong commitment to the competency-based program format that is to be mastered by candidates as they work toward their credential and/or degree. And, as in the competency-based responses, educational administration departments do not place strong emphasis on the "team concept" idea. In an era of collective negotiations and contract bargaining, program coordinators evidently view the faculty-administrative team concept theory with some apprehension. Although the idea of the team concept is given much credence in administrative theory, the development of the team idea is weakly supported in preparation programs. Likewise, only moderate interest is shown in the involvement of students in the development of simulation models on which to base administrative experiences. It is apparent that many schools interested in simulation models will purchase them from such sources as the University Council for Educational Administration (UCEA) while other schools have little or no interest in the use of simulation devices. The trend toward simulation models, which began in the 1960's, has not been as universally accepted

as once anticipated.

Little movement was found leading toward rigorous student-faculty decision making and evaluation. Just over one-half of the administration departments give students this opportunity in some phase of the program. Recent national pressures, however, to accelerate more student involvement in academic and administrative matters may notably increase such involvement in the next decade. Less emphasis, too, is placed on providing students multi-cultural experiences than had been expected. Over one-third of the schools made no such provision, while only a few schools made plans for scheduling such an experience for all students. With the rising possibilities for bi-cultural assignments for future school administrators, departments of education will likely be expanding their efforts in making greater bi-cultural experiences possible.

A large number of schools place only some emphasis on analyzing input-output cost-benefit relationships. As school budgets become tighter and the inflationary factor further weakens the school dollar, administration, faculty, and students will likely become more aware of the need for utilizing input-output cost-benefit analyses in their programs. Along with this lack of benefit analyses, the majority of schools provide little access to the latest administrative-instructional hardware and software. The high cost and/or low student-professor ratio are evidently factors that still prohibit extensive hardware and software exposure to students. With many school systems making use of computer-processing systems, it will be important for departments of educational administration to make a transition toward greater student use of this equipment.

THE SEARCH FOR PRE-SERVICE AND IN-SERVICE CLIENTELE

To attract qualified candidates, many degree and specialist programs are offered by departments of educational administration in conjunction with the

School of Education. They are represented by the following degrees: Master of Arts, Master of Science, Master of Education, Doctor of Education, and Doctor of Philosophy. Other specialist programs included: education specialist, certificated programs in personnel and business; advanced graduate specialist; sixth year program; and M.A. in Higher Education. As expected, the Master of Education degree program was the most popular offering. Along with the degree programs, the large majority of institutions offered credit toward a credential or license in the pre-service program.

Three-fourths of the schools are involved in some type of in-service program for practicing administrators. The majority of these schools offer a program for professional renewal. Other types of programs are: Education Specialist, off-campus, services credential, workshops, add-on certification, school systems request, study council workshops and conferences, and post master's certification for superintendents. The majority of departments indicated that they are working to increase their in-service program offerings. With declining pre-service enrollments in some institutions, in-service programs are receiving more attention and probably will be expected to take a larger share of staff time and attention. Only one-half of those departments of educational administration having in-service programs stated that they had a delivery, monitoring, and ongoing support system. The remaining half do not have any continuity to the support of their programs; in other words, in-service programs do not enjoy the same high priority that would be expected of pre-service programs.

Forty percent of the schools indicated that their pre-service enrollments are up, and the same percentage revealed that they are stable. These figures represent an encouraging sign in relation to the continuing drawing power in educational administration of many institutions at a time when there is a

gradual decline in students in colleges and universities. Over forty percent of those schools with in-service programs revealed that their in-service enrollments are up, while nearly fifty percent reported that their enrollments are stable. The data show that many schools where in-service programs are available have been able to increase their enrollments and, thereby, increase their services to the educational community.

One of the most important attributes of any program in educational administration is having a strong placement system for candidates. Most schools have an excellent or a good placement system available to them. Prospective students in any program in educational administration are often attracted to the institution that is most active and successful in placing their students after completion of their studies. Such institutions profit greatly by having as many alumni as possible active in the field and who are recruiting for their own alma mater.

THE INVOLVEMENT OF WOMEN AND MINORITY GROUPS

Much emphasis in the professional literature has been placed on the active recruitment of women and minority groups. Only one-third of the schools place strong emphasis on recruiting women and minority groups. There currently appears to be no strong push to accelerate the active recruitment of women and minority groups. Any future provisions for federal and state subsidies for this purpose could change the current posture.

Several unique special selection procedures are utilized for women and minority groups. Although most departments do not provide special selection procedures, fifteen percent of the departments do make this provision. Among the special selection procedures used are the following: staff support personnel are available for aid in this area; recruitment brochures are distributed; less emphasis is given on test scores for these individuals; recognition and allowance is given for disadvantaged backgrounds; five (5) state university fellowships

are offered each year; some minority students are given special attention; a minority "bonus" is given on the MAT scores; some "risk" selections are made; affirmative action is emphasized; potential for administration assignment is emphasized; and one course and field work is provided as a basis for selection decision. In general, most departments of educational administration do not provide special selection procedures for these minority groups.

Most schools do not give special financial aid for minority groups. The remainder (over one-third) do make some type of provision to assist women and minority groups. Some methods indicated were the following: university-wide sources are available; advanced opportunity fellowship is given for minorities; Financial Aids Office help is provided; and university funds are given. Many schools indicated that financial aid was available for "all" groups, not just for minorities.

The majority of schools do not offer additional orientation opportunities for women and minority groups; twenty percent, however, did offer such opportunities. Some of these additional orientation opportunities were: pre-education orientation; interviews, conferences, and a handbook; personal conferences; "Women's Weekend" for females in the program; special seminars; assistance from International Student Services; scheduled forums with professors; full-time staff member directs their programs and assigns tasks; pre-school meetings and orientation; description of the program and market; and a Mexican-American faculty member and another faculty member who speaks Spanish fluently provides orientation. There appears to be a need for greater emphasis in the area of orientation for minority groups.

One third of the schools do provide additional counseling and guidance activities. They listed these extra activities: individual faculty "off-line" sessions; special counseling; Counseling Center assistance, professor-advisor

assignments; personal counseling on student request; University Affirmative Action Office cooperation; and foreign student help. Increased emphasis seems to be given counseling and guidance activities for minority groups, possibly as a means of insuring continued enrollment in the educational administration program.

Over one-half of the schools encourage active involvement in department activities by women and minority groups. Forty percent do not encourage such participation. The following methods to encourage active involvement were used: student representatives participate in department meetings; students serve on department committees; Advisory Council seeks racial balance; student involvement encouraged in UCEA activities; students are requested to attend departmental meetings and annual retreat; Program Planning Committee participation is sought; service on the Curriculum Committee and Dean's Advisory Committee is promoted; graduate assistants encouraged to attend department meetings; special seminars are held; professional encouragement given to minority groups; Education Graduate Organization is active; Graduate Students Association and Department Advisory Committee are helpful; and Advisory Board encourages membership.

As women and minority groups increase in numbers, departments of educational administration will be required to provide them with greater participation in department activities. Many schools, however, stated that "all" students were encouraged to participate.

SUMMARY AND CONCLUSION

Preparation programs in educational administration in the United States and Canada have made progress in some program areas. The majority of the institutions reporting are engaged in these activities: utilizing social-behavioral science content; stressing the acquisition of educational as well

as administrative knowledge; developing an articulate, consistent administrative philosophy among candidates; emphasizing the "problem" and "analysis" approach to skills development; concentrating on process as well as substance; and devoting attention to helping candidates become sensitive to emerging role expectations. At the same time departments of educational administration have not accepted some program concepts. Less attention or concern has been given to these practices: providing a competency-based program structure; fostering the "team concept" in administration; involving students in the development of simulation models; fostering student-faculty decision making and evaluation; promoting multi-cultural experiences for students; analyzing input-output cost-benefit relationships; and offering full access to the latest administrative-instructional hardware and software. The clientele found in programs in educational administration are largely pre-service candidates. Some characteristics of these programs were that: most institutions offered credits toward a license or credential; a wide variety of degree and specialist programs exist within the program structure; one-quarter of schools reporting did not offer an in-service program; 59% of the schools were attempting to increase their in-service programs; many in-service programs do not have strong support systems provided by the university; 40% of the schools show that pre-service enrollments are up while 40% offering in-service programs indicate their enrollments are rising (18% do not have in-service programs); two-thirds of the schools have an excellent or good placement system for candidates; and the majority of programs are evaluated by NCATE, a regional accreditation association, and/or a state accrediting agency. Women and minority groups are actively recruited in 34% of the schools which place strong emphasis on this activity. In the majority of schools, these groups are: not given special selection procedures;

not given special financial aid; and not given additional orientation, counseling and/or guidance. However, the majority of schools do encourage active involvement by women and minority groups in department activities. In general, although there are interesting and unique provisions provided by some departments to assist women and minority groups, the majority of departments make no special effort to give them preferential help.

In conclusion, the evidence from this study suggests that higher priority should be given the development of conceptual patterns dealing with: competency based curriculums; team management; student-faculty decision-making roles; input-output cost-benefit relationships; and computer technology. Much more attention should be focused on the provision for in-service programs for practicing administrators who desire to improve their on-the-job professional training. Also, the posture of departments of educational administration needs to change if women and minority groups are to be provided the necessary pre-service and in-service training required to fill the void of sufficient numbers of these persons in administration. Women and minority groups are in demand as school administrators in many areas and active programs of recruitment and retention should be launched to bring a balance to a career field in education presently dominated by males.

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